

DEFINITIVE DOCUMENT

FACULTY	Health and Wellbeing
DEPARTMENT	All Departments

Awards		Mode
FdSc	Professional Practice in Health & Social Care*	FT & PT
FdSc	Professional Practice in Health & Social Care <i>Higher Apprenticeship in Assistant Practitioner (Health) *</i>	PT (fast-track)

Start Date (academic year)	2016/2017 - FT/PT 2017/2018 - PT (HA route)
Start Date (teaching/induction*)	September 2016
Date of Approval	12.05.16

*Award delivered at:

Barnsley College, UK
 Chesterfield College, UK
 Dearne Valley College, UK
 North Lindsey College, UK
 Sheffield College, UK

For more detailed information relating to the collaborative delivery arrangements of this award, please refer to the Operations Handbooks.

FACULTY OF HEALTH AND WELLBEING.**COURSE CODES**

Award Title	Mode	Course Code
FdSc Professional Practice in Health & Social Care	FT/PT	66FS02015F/P
FdSc Professional Practice in Health & Social Care / <i>Higher Apprenticeship in Assistant Practitioner (Health)</i>	PT (fast-track)	
FdSc Professional Practice in Health & Social Care - Barnsley College	FT/PT	6XFS02008F/P
FdSc Professional Practice in Health & Social Care - Barnsley College <i>Higher Apprenticeship in Assistant Practitioner (Health)</i>	PT (fast-track)	66FS02021P
FdSc Professional Practice in Health & Social Care - Chesterfield College	FT/PT	6XFS02011F/P
FdSc Professional Practice in Health & Social Care - Chesterfield College <i>Higher Apprenticeship in Assistant Practitioner (Health)</i>	PT (fast-track)	66FS02024P
FdSc Professional Practice in Health & Social Care - Dearne Valley College	FT/PT	6XFS02013F/P
FdSc Professional Practice in Health & Social Care - Dearne Valley College <i>Higher Apprenticeship in Assistant Practitioner (Health)</i>	PT (fast-track)	66FS02031P
FdSc Professional Practice in Health & Social Care - North Lindsey College	FT/PT	6XFS02012F/P
FdSc Professional Practice in Health & Social Care - North Lindsey College <i>Higher Apprenticeship in Assistant Practitioner (Health)</i>	PT (fast-track)	66FS02028P
FdSc Professional Practice in Health & Social Care - Sheffield College	FT/PT	6XFS02007F/P
FdSc Professional Practice in Health & Social Care - Sheffield College <i>Higher Apprenticeship in Assistant Practitioner (Health)</i>	PT (fast-track)	66FS02018P

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SECTION ONE PROGRAMME SPECIFICATION

AWARD and COURSE TITLE	FdSc Professional Practice in Health & Social Care* <i>* Higher Apprenticeship in Assistant Practitioner (Health)</i>
INTERMEDIATE AWARDS	Certificate of Higher Education, Professional Practice in Health & Social Care.
Mode(s) of Attendance (e.g. FT/PT/SW/DL)	FT / PT and PT (fast-track)
Name of Teaching Institution	Sheffield Hallam University
Location of Delivery	Barnsley College, UK Chesterfield College, UK Dearne Valley College, UK North Lindsey College, UK Sheffield College, UK
Faculty	Health and Wellbeing.
Department	Allied Health Professionals, Social Care, Nursing & Midwifery.
UCAS CODE	L5T8
Professional/Statutory/Regulatory Body Recognising this Programme	Not applicable
QAA Subject Benchmark Statement or other relevant external reference point	Higher Apprenticeship Standard - Assistant Practitioner (Health) (Skills Funding Agency, 2015) Higher Apprenticeship in Health (Assistant Practitioner) (England) Skills for Health (2015) The Care Certificate Framework (Skills for Care and Skills for Health, 2015) Foundation Degree Qualification Benchmarks 2010 Core Standards for Associate Practitioners (Skills for Health, 2009)
Date of Approval	12.05.16

Introduction and rationale:

The FdSc Professional Practice in Health & Social Care degree with Higher Apprenticeship (HA) in Health & Social Care is part of the faculty's extensive health and social care portfolio. This degree provides a principal route for the training and education of Assistant Practitioners. NHS Employers (2015) identified the Assistant Practitioner as non-occupational specific role that has developed to assist organisations to deliver high quality and patient centred services in a variety of settings. An Assistant Practitioner is a worker who competently delivers health and social care to and for people. They are non-registered practitioners who have the required level of knowledge and skill beyond that of traditional healthcare assistant or support workers and expected to undertake more complex tasks (Skills for Health, 2009).

The course has been designed in response to rapidly changing workforce demands and policy initiatives aimed at modernising services and improving quality, productivity and efficiency (Department of Health, 2016, Skills for Health 2015; Centre for Workforce Intelligence, 2015; Willis, 2015; Francis, 2013). Key drivers include: staff shortages, requirements to enhance capacity and cost-efficiency, technological developments, integration of services and reconfiguration in provision including a shift from secondary care to primary, community-based services. Consequently, Assistant Practitioners need to be educated to be empowered workers with 'time to care'. In principle the tasks that are delegated to Assistant Practitioners are those that can be performed safely with training, under protocol and with supervision. Assistant Practitioner roles are locally designed to work either within single professions such as nursing, physiotherapy or speech and language therapy or where the Assistant Practitioner will have competence to work across professional boundaries.

Assistant Practitioner roles have been developed in a wide range of services, including: Long Term Conditions, Staying Healthy, End of Life Care, Maternity and Newborn, Acute Care, Planned Care, Mental Health, Children and Families. The precise activities to be carried out by the Apprentice will be outlined in their Apprenticeship Agreement and Job Description. These roles also offer progression opportunities for successful graduates to a range of pre-registration degree programmes. For example, within Nursing leading to registration with the Nursing and Midwifery Council or an approved programme leading to eligibility to apply for registration with the Health and Care Professions Council, as a Physiotherapist, Occupational Therapist, Paramedic.

This course is also aimed at staff who have achieved a level of responsibility and wish to enhance their capabilities through application of new knowledge and skills. Learners in this category must be employed within a health or social care setting. It is envisaged that these learners will be able to achieve the Higher Apprenticeship Award, alongside the FdSc. The programme is also suitable for those wishing to pursue a career in health and social care who presently are not eligible to access a pre-registration course or are unsure about which field of practice they wish to work within. Learners in this group may not yet be employed in the Health and Social care setting but must successfully complete substantial work based placements to total 400hrs over the programme. These learners will be able to complete the FdSc in Health and Social Care Practice, though may not be able to complete the Higher Apprenticeship Standard within the time limits of the programme because of requirements to complete clinical assessments. Students in this category might then continue to work towards the Standard for Higher Apprenticeship through Work Based Learning (WBL) on securing employment.

An Apprenticeship is a job with an accompanying skills development programme designed by employers in the sector. It allows the apprentice to gain technical knowledge and real practical experience along with functional and personal skills, required for their immediate job and future career. These skills are acquired through a mix of learning in the workplace, formal off-the-job training and opportunities to practice and embed new skills in real work contexts. On completion of the Apprenticeship, an apprentice will be able to undertake the full range of duties, in the range of circumstances appropriate to the job, confidently and competently to the standard set by the health sector

The FdSc also incorporates the Care Certificate at level 4 for the learner employed within the health and social care setting. The Care Certificate is an identified set of standards that health and social care workers adhere to in their daily working life. Designed with the non-regulated workforce in mind, the Care Certificate gives everyone the confidence that these workers have the same introductory skills, knowledge and behaviours to provide compassionate, safe and high quality care and support. (SfH, HEE & SfC 2015). The completion of level 4 and the Care Certificate provides a natural step-off point for the learner who through extenuating circumstances may have to withdraw from the programme at this point.

At the time of programme development the Higher Apprenticeship Standard's (Assistant Practitioner) end assessment has yet to be agreed. The programme has been mapped to both the HA framework and the standard and is believed to be sufficiently robust to encapsulate what may be required of the learner undertaking the HA standard's end assessment, when this is finally published.

1 PROGRAMME AIMS

The programme aims to provide education that combines and balances academic knowledge, vocational experience with personal and professional skills development.

The guiding philosophy of this programme is to enable learners to take responsibility and reflect on their personal and professional development needs to tailor their learning experiences, enabling them to function effectively within the Health and Social Care setting.

In particular the course aims to:

1. Provide an overarching framework and infrastructure through which learners can develop the knowledge, skills and values based behaviours required to practice safely and effectively within the Health and Social care setting.
2. Allow recognition of learning in, for and through the workplace through employer or learner-negotiated learning pathways
3. Facilitate the updating of knowledge or skills in Health and Social Care to continue personal and professional development.
4. Foster the development of autonomous reflective and reflexive life-long learners using the workplace as a context for learning
5. Develop and enhance the learner's intellectual, analytical and problem-solving skills through an academically rigorous course of study
6. Provide the opportunity for a gradual introduction or return to study at HE level to accommodate, within reason, individual and organisational needs and circumstances.
7. Enable learners to negotiate an individual learning pathway that reflects individual needs, circumstances and desired outcomes
8. Enable learners to apply and adapt a range of appropriate models, tools and techniques to manage the processes of information collection, validation, analysis and interpretation.

2 PROGRAMME LEARNING OUTCOMES

Knowledge and understanding covered within the programme. By the end of the programme you will be able to:

1. Evidence knowledge and critical understanding of the underlying principles, concepts and philosophies of health and social care.
2. Demonstrate the requirements for effective inter-professional or, multi-disciplinary team working and collaboration with others.
3. Gather, process and interpret qualitative and quantitative health and social care information, evidence and data, being aware of its strengths and limitations in relation to its application to practice.
4. Demonstrate a critical understanding of the decision making processes involved in health and social care.
5. Demonstrate an ability to work effectively in diverse health and social care environments.
6. Develop your management and leadership knowledge through reflection and analysis of your own practice.

Intellectual/Professional/Key skills covered within the programme. By the end of the programme you will be able to:

7. Take responsibility for your own learning and the acquisition of new skills within your own area of practice in the health and social care setting.
8. Reflect and evaluate your current skills and capabilities within your sphere of practice and identify areas for personal and professional development.
9. Examine and evaluate information, concepts and processes to enable you to develop a problem solving approach to practice.
10. Clearly communicate and express a range of ideas, information and results in a coherent, well-structured manner using both written and verbal forms.
11. Identify and evaluate ethical issues within the Health and Social Care setting and address them in a socially responsible manner.
12. Demonstrate leadership and management skills by managing your own workload and by the appropriate delegation of tasks to others.

3 LEARNING, TEACHING AND ASSESSMENT

3.1 The approach to Learning and Teaching within the Programme

The programme is designed to recruit learners from a variety of areas. A blend of learners who are for example, working and will be new or returning to Higher Education, or learners who are new to the Health and Social Care environment. It is therefore important that there is a formal induction process, outlining the teaching and learning approaches and ensuring learners understand their personal responsibilities.

The programme views learners from a lifelong learning approach, being ready to learn and internally motivated. They are ready to become independent learners, but often lack the awareness and skills.

Transformational learning is achieved through the Work Based Learning approach where learners applying knowledge, skills and behaviours to address work based issues and challenges that are identified jointly with the individual, programme team and supervisors in practice.

The emphasis on understanding of self and reflective practice is reinforced throughout the programme.

The programme will use a range of learning and teaching methods in line with our androgical approach. These may include;

- Face to face taught modules combining tutor input with structured opportunities for discussion, reflection and planning for workplace application
- Use of the workplace as a site of learning
- Individual and group reflection on learning
- Facilitated group activities
- Individual tutor support to negotiate assessments
- Use of social learning tools to research assimilate and share knowledge

An essential aspect of the learning and teaching strategy is enabling the learners to understand learning, the resources available and assist in the development of skills that enable autonomous lifelong learning.

The nature of Work Based Learning requires the learners to have a level of autonomy if they are to be successful. Central to this is the support framework of tutors, personal tutors, programme administrative support and Work based supervisors. Access to vital learner support systems and learning resources, Virtual Learning Environment and the Libraries will be required.

Learners will also use their personal learning networks and workplace as a source of learning; consequently they will be encouraged throughout the programme to frame these experiences in the context of academic theory related to their personal and professional development.

Throughout the programme there is a strong emphasis on the skills associated with being a reflective practitioner and developing reflective writing as a means to independencies learning and for personal development.

Seminars, workshops and group activities are key to facilitating critical reflection on practice and evaluation in light of the evidence base for practice.

Learners wishing to transition to higher education will receive support and guidance from the Collaborative Course Leader and Collaborative Module Leaders.

3.2 The approach to Assessment and Feedback within the Programme

The emphasis throughout the programme is on the use of a variety of assessment methods designed to support the development of the learner's knowledge and understanding. This will be formative and summative in order to ensure development and learning through and around the sessions, to provide a formal method of success.

Learners where possible will use their own workplace as a focus for their written assignments, encouraging the integration and comparison of theory to practice.

Work based Learning and employer engagement are facilitated through the Personal Development Process.

At the beginning of the programme the learner will initiate a Personal Development Plan based on a detailed assessment of the learners strengths and weaknesses and their current job description.

Where learners intend to extend their roles in practice or take up new roles, this will also be included in the Action Plan. The Personal Development Plan will be reviewed informally and formally throughout the programme by the learners together with their tutor and Practice Supervisor and amended or updated as appropriate.

The Action Plan is complemented by reflective commentary of how the work place has informed learning and how academic learning has informed practice. All these, together with testimonies of practice performance and evidence of competency will be included in the learner's portfolio.

Summary of the assessments for the programme are given below:

Level 4 modules - all 20 credits

Module Code	Module	Type of Assessment	Description	Word Count and duration
31-4853-00L 66-4795-00L	Work Based Learning 1: Academic	Interview	An individual graded interview pre- Work Based Learning Placement to ensure the learner is fully prepared for practice learning.	20 minutes
31-4854-00L 66-4794-00L	Work Based Learning 1: Practice	Task 1: Assessment of Practice. Task 2: Written assignment	Practice Supervisors summative report against the Care Certificate Standard from a minimum of 200 placement hours. Evidence of competency and completion will be included in the Skills log. Reflection on performance in practice against a Care Certificate Standard of the learner's choice	Pass/Fail task 1,000 words
31-4855-00S 66-4793-00S	Reflective and Personal Development Skills	Reflective Portfolio	A reflective account related to a scenario from practice enabling the student to analyse the key issues by the application of theory to practice.	2,500 words
31-4856-00S 66-4792-00S	Essential Sciences for Person Centered Care.	Case study	Presentation of a case study related to a service user, to include relevant underpinning sciences e.g. anatomy, physiology, pathology and social sciences.	2,000 words
31-4857-00S 66-4791-00S	Integrated Holistic Assessment and Delivery of Health & Social Care Interventions.	Task 1- Presentation of motivational interview Task 2- Written assignment	Learners will negotiate the topic and identify the service user to enable them to deliver an individual graded presentation on a motivational interview undertaken in the practice setting. In addition, learners must present a written treatment /action plan on the rationale for the intervention.	15 minutes 1,000 words
31-4858-00S/C 66-4790-00S	Foundations for Effective Collaborative Practice.	Written assignment	Written account of interprofessional working and collaboration in the health and Social care setting.	3,000 words

Level 5
modules

66-505286 6X-505295	Work Based Learning 2 Academic 20 credits	Presentation	An individual graded presentation related to an area of practice where the learner has had to develop their knowledge, skills and behaviours. To be negotiated with the tutor.	20 minutes
66-505287 6X505296	Work based Learning 2 Practice 20 credits	Task 1- Assessment of Practice Task 2 - Written assignment	Practice Supervisors summative report against the Higher Apprenticeship Standard from a minimum of 200 placement hours. Evidence of competency and completion will be included in the Skills log. Reflection on performance in practice against a Higher Apprenticeship Standard of the learner's choice	Pass/ Fail 1,000 words
66-505288 6X-505297	Promoting Health, Wellbeing and Independence 40 credits	Task 1- Mini project/ presentation Task 2 - Written assignment	Mini project - using a real case study produce a resource that could be used as a health promotion, rehabilitation or reablement educational tool. To be negotiated with tutor and work based supervisor. Could result in the production of a resource e.g. a video/blog etc. Critically evaluate the evidence base that underpins your resource	An individual presentation of the resource (approximately 20mins), and accompanying materials e.g. poster, blog, YouTube etc. 2,000 words
66-505289 6X-505298	Using and Evaluating Evidence to inform practice. 20 credits	Literature review	Presentation of a literature review related to an aspect of the learners own practice.	2,500 words
66-505290 6X-505299	Leadership and Management 20 credits	Written assignment.	A written assignment showing evidence of how the learner has developed their leadership and management knowledge, skills and behaviours in the practice setting e.g. this could be how they have mentored/supported a colleague or developed a team leader role or supported a change in practice working alongside other colleagues.	2,500 words

The assessment strategy employs a variety of methods to ensure differing attributes are assessed, and learning against the range of learning outcomes can be measured appropriately. The development of skills enables learners to reflect on Work based activities, their participation in that activity and their personal and professional development. The variety and diversity of assessment and their associated word tariffs reflect the variety of knowledge and skills the learners needs to develop. The range of word tariffs across the modules is in line with current Sheffield Hallam University assessment regulations where a 20 credit module can have a minimum of 2,000 and maximum of 4,000 words. The blend of modules is a combination of already approved work based learning, inter-professional and newly designed modules.

The module leader will provide specific guidance on formative and summative tasks at appropriate points within the programme. Clear assessment guidelines and criteria focusing on the knowledge and understanding and the integration of theory to practice are embedded in all assessment briefs.

Each assessment criteria relates to specific learning outcomes to enhance understanding of the brief and what the assignment is aiming to assess; this provides a means for consistency in marking and evidence that the learner has attained the required standards.

Learners are also offered tutor feedback on a one to one and collective basis to reinforce learning from the completion of the assignment and provide an opportunity to clarify where there may be confusion. Peer feedback will also be used where appropriate.

Written feedback will be given on all formative and summative assessments within institutional agreed norms.

3.3 How Learner Employability is supported within the Programme

The programme provides learners with the opportunity for personal and professional growth and use the workplace as a site for learning. Workplace experience can be therefore linked to programme tasks, activities, discussions and assessments.

The professional development modules focus on enabling learners to use reflective and reflexive approaches to continuous personal and professional development so that they can identify threats and opportunities in order to prepare them to cope with the ongoing career demands for lifelong learning.

The programme is designed to support the following principles;

- Development should be continuous in the sense that the learner should always be actively seeking improved performance
- Development should be owned and managed by the individual learner
- The effective learner knows what he or she needs to learn. Development should begin from the individual's current learning state
- Learning objectives should be clear and, wherever possible, should serve organisational or service user needs as well as individual goals
- Regular investment of time and learning should be seen as an essential part of professional life, not as an optional extra

3.4 Main Type of Work-based or Work-related Learning featured in this Programme

The assessments are designed to support work-related learning and to enhance the employability of the learners.

To progress at each level students must actively participate and successfully complete Work Based Learning Modules, (Practice and Academic).

For learners undertaking the Foundation Degree only their Work Based Learning (Practice) will be assessed by a designated Health & Social care worker. The assessor will be prepared to undertake this role and supported by academic staff. Work Based Learning will be reviewed at the midway point by the Work based Supervisor and academic staff.

For Learners undertaking the Higher Apprenticeship, Work Based Supervisors must be registered Health & Social Care practitioners. Their role is to oversee and supervise the student during the placement. Work Based Supervisors are prepared to undertake this role and supported by academic staff. Assessment of student proficiency takes place at specific intervals by the Work Based Supervisor and academic staff. In addition, reflective consideration of practice centred situations through assessment by academic tutors enables students to explore relevant issues encountered.

Standards of proficiency assessed satisfactorily ensure that the student has met the requirements to progress and complete the course which meets Higher Apprenticeship standards.

The Work Based Learning (Academic) modules at levels 4 and 5 run concurrently with the WBL (Practice) modules enabling exploration of the relationship between practice and theory providing an integrated approach to learning, which prepares and supports the student for practice and the various situations they may be exposed to.

The seminars and workshops are designed to facilitate work-related learning, providing opportunities for learners to critically evaluate issues, for example, journal articles, relating to various sectors geared to encouraging dialogue and debate. There are a number of positive outcomes that arise from the sessions, including promoting group cohesion, networking, presentation skills and developing self-confidence.

Through engaging in the sessions, learners will also acquire the following transferable key skills which can be applied within their workplace:

- Participate constructively in group discussions whilst acquiring knowledge of the wider Health and social care agenda
- Demonstrate sensitivity to diversity in people and different situations
- Select and effectively utilize IT to support individual and group communication and learning
- Think critically and creatively, questioning taken-for-granted assumptions, problem-solving and identifying implicit values
- Recognise and address ethical dilemmas, applying ethical and organisational values to situations and choices in Health and Social care
- Develop skills of critical reflection in order to facilitate personal and, professional development.
- Develop an understanding of the leadership and management skills required to enable effective delegation and management of care.
- Examine how health and social care policy shapes practice

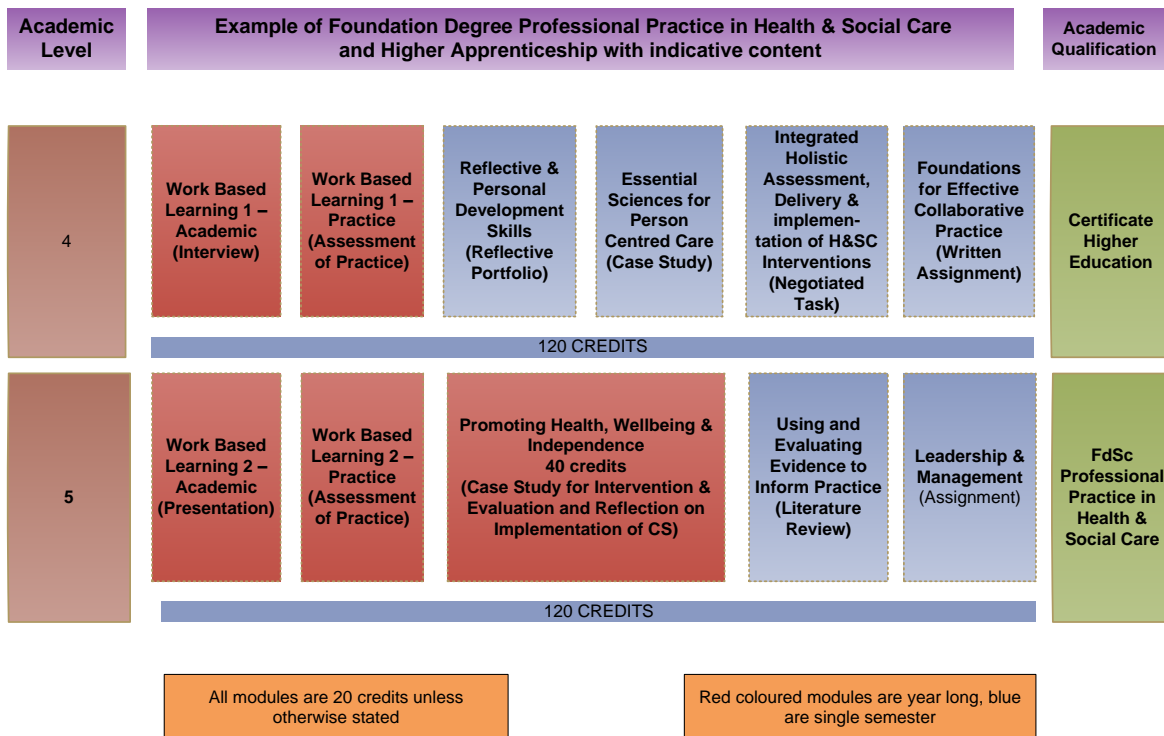
4 PROGRAMME DESIGN AND STRUCTURE

The programme employs the standard modular structure in line with the Universities regulations. All modules are designed to support work Based Learning.

The following are approved exemptions from Academics Award Framework and/or Standard Assessment regulations,

- Exemption from regulation 7 - Compensation. This requires students to pass all modules.
- Exemption from regulation 9 - Progression i.e. retaking of modules.
- Pass/Fail assessment task are required on the Work Based 1 & 2 Practice modules

FdSc Professional Practice in Health & Social Care



5 PROGRESSION/CAREER ROUTES
Possible progression or career routes after you have completed this programme include

The Work Based learning should provide learners with the appropriate knowledge, skills and behaviours to pursue more senior or extended roles within the Health and Social care setting.

On successful completion of the programme learners will be eligible to access 120 credits at Level 6 within SHU to complete a degree in Professional Practice, Health and Social Care which is subject to validation.

Learners may also wish to pursue a programme at SHU leading to a professional award in Health and social Care Practice, such as Nursing, Social Work, or an Allied Health Profession e.g. Physiotherapy. Access to the programmes available within the Faculty of Health and Wellbeing will need to be via the standard UCAS system.

Some learners may be eligible to access specific professional practice programmes at level 5. e.g Adult Nursing, Social work, Paramedic Practice, Occupational Therapy & Physiotherapy. These learners will therefore be supported by a member of that specific discipline in the preparation of their RPL claim to ensure they meet the requirements of the programme and the relevant professional body. Learners wanting to progress on to the professional awards will be identified at the earliest possible point ideally at the start of year two of the Foundation degree to enable the learner to prepare for the work based learning 2 modules. It is envisaged that the learner will access a placement in year 2 of the Foundation degree specific to the award they wish to progress to. Learners who are wishing to access level 5 of the Adult Nursing programme will need to demonstrate a further 400 hours of assessed clinical practice by a Registered Nurse Mentor who is on the Live Mentor Database to meet PSRB requirements. For Learners who would like to progress on to Level 5 of the Social work programme they would need to access the fifteen skills days that are required on level 4 of the SW programme in year 2 of the Foundation degree.

In addition, some learners may be eligible to access the Foundation degree at level 5 if they have the appropriate work experience and the Care Certificate standard. This will also be negotiated on an individual basis.

6 ENTRY REQUIREMENTS AND ENTRY PROFILE

6.1 Specific Entry Requirements for entry to the initial stage of this programme are

<ul style="list-style-type: none"> Academic Qualifications (including A / AS level grades and subjects, where applicable) 	<p>Normally GCSE English language or English Literature and Mathematics at Grade C or above or equivalents such as</p> <ol style="list-style-type: none"> 1) level 2 Adult Numeracy/Literacy 2) Level 2 Key skills/ Application of number 3) Equivalency test from www.equivalencytesting.co.uk <p>Plus one of the following</p> <ul style="list-style-type: none"> * 120 UCAS points * Access to HE Diploma from a recognised HE course.
<ul style="list-style-type: none"> Level of English language capability 	<p>Where learners have met the academic requirements for entry to the programme; they will have demonstrated the level of English needed.</p>

	<p>To support this further and to reflect SHU entry requirements, overseas students are required to check that they meet the current English language capabilities as set out in the IELTS entry requirements for a Foundation degree at SHU. The requirement will be built into the application form, and students must be able to demonstrate that they meet these standards should SHU require to check them.</p> <p>If English is not your first language you will need an IELTS score of 6.5 with a minimum of 5.5 in all skills, or a recognised equivalent. If your level of English language is currently below IELTS 6.5 we recommend you consider an appropriate Sheffield Hallam University Pre-sessional English course which will enable you to achieve the required level of English. Please note that the Health & Care Professions Council (HCPC) & the Nursing & Midwifery Council require IELTS 7.0 with no element below 6.5 for registration.</p>
<ul style="list-style-type: none"> • Any other specific, formally certified qualifications 	None
<ul style="list-style-type: none"> • Previous relevant work or work-related experience 	<p>The programme is designed primarily for learners in employment in the Health and Social Care sector where their workplace can be used as a site for learning.</p> <p>Learners not employed in this capacity will be supported in securing placements of a significant duration within the Health and Social Care setting to enable them to meet the outcomes of the programme.</p>
<ul style="list-style-type: none"> • Any specific articulation arrangements recognised for this programme 	None
<ul style="list-style-type: none"> • Professional qualifications 	None
<ul style="list-style-type: none"> • Any other specific entry requirements 	None

6.2 APPLICANT ENTRY PROFILE: the knowledge, skills and qualities etc. required to enable you to benefit from, and succeed on the programme of study are

Applicants will be working in a wide range of private, public and voluntary sector organisations; within the Health and Social Care. Where learners are not yet in employment in this setting, they must secure placements of sufficient duration to enable them to meet the outcomes of the programme.

The main attributes are to be motivated to develop personally and professionally, be willing and have the time to complete the requirements of the programme.

All applicants need to demonstrate that they will benefit from and have the capability to complete the course successfully through completion of the application form and interview with a member of the programme team, FE provider and where required, their employer.

6.3 The University will select non-standard entrants to the programme in the following ways

All applicants are required to complete a SHU Application Form in which they will provide details of their education, training, academic and professional qualifications and their employment history. For those applicants who do not meet the standard entry criteria, their suitability for entry will be discussed (together with their employer where relevant) and regard will be particularly be given to the individuals roles and responsibilities within the workplace. A decision will be made based on the individual's ability to undertake and meet the requirements of the programme.

6.4 Use of Prior Credit (RPL): Prior certified credit or prior experiential credit may be used within the programme in the following ways

Applicants will be accepted with prior credit with standard SHU RPL Policy applying in all cases. Recognition may be given where learners can demonstrate the possession of appropriate credits held in respect of an equivalent module of study or where the applicant can provide evidence that identified learning outcomes have been met through work based experiences. Individuals who feel they have an RPL claim should seek early guidance. Guidance will include an outline of the administrative procedures, the evidence required for the award of credit, together with the criteria for assessment and mechanism for feedback of the outcome of claims to applicants.

